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Professor J. N. Van der Vries, of the University of Kansas, gave a paper on "Geometry for College Juniors and Seniors." The discussion of this paper was led by Professor Mary Newson, of Washburn College. The paper will be published in a later issue of the MONTHLY.

The committee in charge consisted of Professor A. J. Hoare, *Chairman*, Dr. S. Lefschetz, Professor B. L. Remick, Professor W. A. Harshbarger, and Professor T. E. Mergendahl, *Secretary*.

The next meeting will be held at the time of the State teachers' association in November, 1916. This meeting will be devoted to a consideration of a rearrangement of the freshman college algebra work, due to a reduction by legislative enactment of one-half unit in the requirement for admission.

The meeting next spring will be devoted to a consideration of the algebra course for college juniors and seniors, to be arranged in accordance with the freshman work decided upon at the fall meeting.

T. E. MERGENDAHL,
Secretary of the Kansas Section.

A TRIBUTE TO ANDREW WHEELER PHILLIPS.

In the death of Professor Andrew Wheeler Phillips, January 20, 1915, Yale University lost one of her truly great men, and without doubt the most beloved teacher ever connected with that institution.

Born in 1844 amid the rocks and hills of Connecticut, he passed his early life as a typical New England farmer boy. His home training was under a father and mother thrifty, intelligent, and devoutly religious. The district school and three summer vacations spent in a select school at Jewett City constituted his elementary schooling. His liking for mathematics came early, for in a letter he wrote: "When I got bigger and was trusted to go off alone and harrow a field, how many times have I let the oxen rest under the shade of a big tree as I smoothed off the rough ground and drew geometrical diagrams and solved knotty problems, while the oxen looked at me with tender eyes and chewed their cuds with contentment and happiness!"

He taught his first school when a lad of sixteen, and at the age of twenty he became a teacher in the Cheshire School. Though he had never been a student in an academy or high school, he soon ranked with the best teachers in the academy at Cheshire. During the forty-seven years, from his appointment at Cheshire until his retirement from the Yale Graduate School in 1911, he did every year full work as a teacher and administrative officer. This shows that the education which fitted him so well for his life work was largely the product of his own private study and keen observation. Professor Newton admitted him to his class in mathematics for graduates as a special student in the fall of 1870, and placed the recitations on Saturday so that Phillips might attend. After three years he received the degree of Bachelor of Philosophy, and in the winter

of 1876 he left the academy at Cheshire to become a tutor in mathematics at Yale. He continued his studies in mathematics and in other departments, and his advancement to the Doctor's degree and to higher appointments was steady and natural. Anyone who never knew him might ask how a man who never was an undergraduate student for a day in a college, or even a pupil in a high school, should become the head of the Yale Graduate School.

Professor Phillips had much technical mathematical ability and wrote several books and numerous articles for the mathematical journals. It is a significant fact that each one of his books was written in collaboration with one of his colleagues. Dean Henry P. Wright said of him: "He lived to do good and make others happy, and could do nothing to lessen the happiness even of those who had injured him. He was wholly unselfish. I cannot think of him as forming any plan solely for his own advancement. He seemed to ignore his own interests in his devotion to the interests of others. He was always busily occupied, but it was for other persons or for other objects than his own—for the Cheshire school, or the Hopkins grammar school, or the Hotchkiss school; for the college; for the graduate department; for the Bicentennial Fund; for St. Thomas's church in New Haven; for his students, and those who had been his students; for his colleagues; for his friends, or his family; for the assistants in his office, or for the servants in his house. He was always ready to help when an opportunity offered."

As a teacher of young men, he was firm and kind. Every student who came in contact with Andy, as we used to call him, immediately felt his wonderful personality. His love and enthusiasm for work were so great that even the laziest student somehow managed to work some for him. One of them once said: "Work is catching in Andy's class." His interest in his students was so great that every student who took any course with him felt that he was an intimate and personal friend. His memory is now dear to all his students, not for the mathematics he taught so well, but for the high ideals he inculcated by his beautiful character and example. His students and friends will always think of him as they knew him, full of life, sunshine, and human sympathy.

H. T. BURGESS.

UNIVERSITY OF WISCONSIN.

BOOK REVIEWS.

Send all communications to W. H. BUSSEY, University of Minnesota.

Diophantine Analysis. By ROBERT D. CARMICHAEL. John Wiley and Sons, Inc., New York, 1915. vi+118 pages. \$1.25.

Greek theory of numbers, like Greek geometry, has come down to us in a remarkably disconnected and unsystematized form. The method used in solving one problem gives little hint of the method to be used in solving a second which may be apparently closely related to the first. The theorems in Euclid are